



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2007 (Reports Revised October 2007)
ID: 11991489
District: MSAD 05
School: Rockland District Middle Sch

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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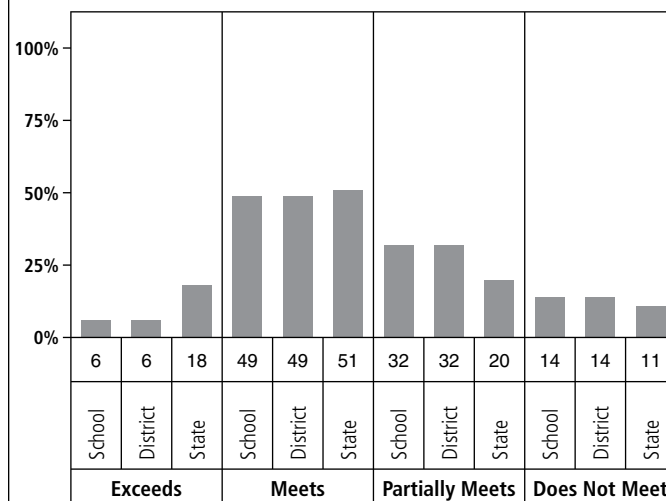
SUMMARY OF SCORES

Date: March 2007
Grade: 7
District: MSAD 05
School: Rockland District Middle Sch

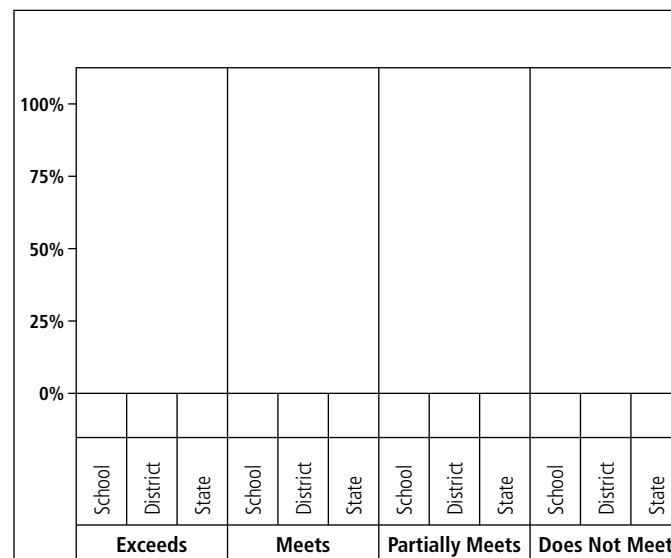
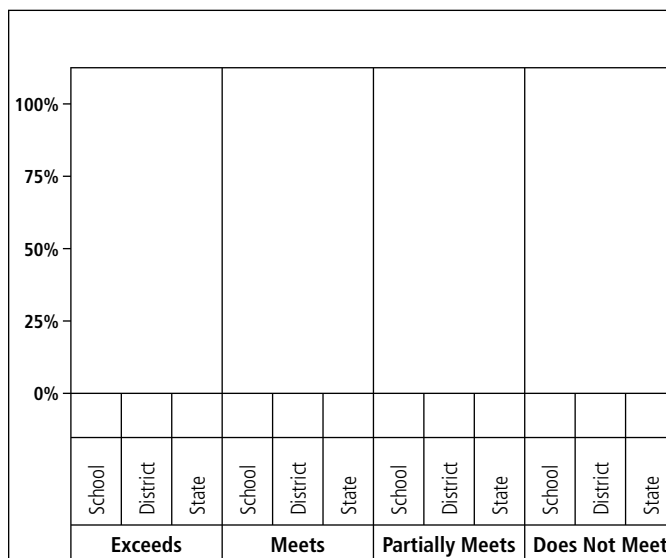
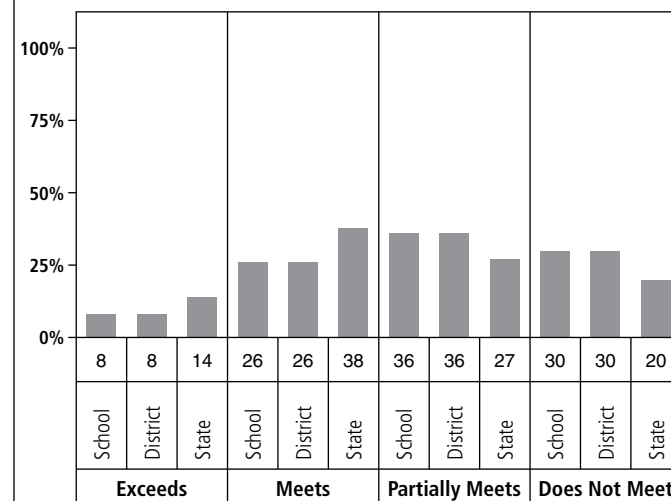
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	746 743 744	746 743 744	745 748 746
Mathematics 2005–2006 2006–2007 Cum. Avg. *	738 735 736	738 735 736	740 742 741

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 7
 District: MSAD 05
 School: Rockland District Middle Sch

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		119	100	121	100	15234	100	115	97	117	98	15076	99	116	98	118	98	15071	99												
Ethnicity	African American	0	0	0	0	356	2	0	0	0	0	348	98	0	0	0	0	348	98												
	American Indian/Native Alaskan	0	0	0	0	112	1	0	0	0	0	112	100	0	0	0	0	111	99												
	Asian/Pacific Islander	0	0	0	0	182	1	0	0	0	0	179	99	0	0	0	0	179	99												
	Hispanic	2	2	2	2	138	1	2	100	2	100	133	98	2	100	2	100	133	98												
	White	117	98	119	98	14440	95	113	97	115	97	14303	99	114	98	116	98	14299	99												
	Not Reported	0	0	0	0	6	0	0	0	0	0	1	17	0	0	0	0	1	17												
Identified disability		21	18	23	19	2525	17	19	95	21	95	2469	98	19	95	21	95	2465	98												
Current LEP		3	3	3	2	277	2	2	67	2	67	269	99	3	100	3	100	270	99												
Economically disadvantaged		51	43	53	44	5501	36	48	96	50	96	5424	99	48	96	50	96	5415	99												
Migrant		0	0	0	0	10	0	0	0	0	0	10	100	0	0	0	0	10	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	95	80	95	79	12557	82	95	80	95	79	12580	83						
Identified disability (PET/IEP)	2	2	2	2	424	3	2	2	2	2	448	4						
LEP	1	1	1	1	128	1	1	1	1	1	130	1						
504 plan	0	0	0	0	160	1	0	0	0	0	161	1						
Participation with accommodations	16	13	16	13	2298	15	18	15	18	15	2282	15						
Identified disability (PET/IEP)	14	88	14	88	1845	80	14	78	14	78	1817	80						
LEP	0	0	0	0	122	5	2	11	2	11	133	6						
504 plan	1	6	1	6	54	2	1	6	1	6	53	2						
Other	2	13	2	13	296	13	2	11	2	11	298	13						
Participation through alternate assessment (PAAP)	3	3	5	4	209	1	3	3	5	4	209	1						
Identified disability (PET/IEP)	3	100	5	100	200	96	3	100	5	100	200	96						
LEP	0	0	0	0	7	3	0	0	0	0	7	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	1	1	1	1	12	0												
Approved non-participation – special consideration	1	1	1	1	30	0	1	1	1	1	30	0						
Non-participation – other	3	3	3	2	128	1	2	2	2	2	133	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 7
District: MSAD 05
School: Rockland District Middle Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006 2006-2007 Cum. Avg.	11 7 9	10 6 8	11 7 9	10 6 8	1769 2630 2200	11 18 15
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006 2006-2007 Cum. Avg.	55 54 55	50 49 50	54 54 54	50 49 49	7521 7605 7563	49 51 50
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006 2006-2007 Cum. Avg.	32 35 34	29 32 31	32 35 34	30 32 31	3773 3000 3387	24 20 22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006 2006-2007 Cum. Avg.	11 15 13	10 14 12	11 15 13	10 14 12	2399 1620 2010	16 11 13

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	32.7	58.4	32.7	58.4	36.0	64.3
Literary Text	24	43	14.3	59.6	14.3	59.6	15.4	64.2
Informational Text	32	57	18.4	57.5	18.4	57.5	20.6	64.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 7
 District: MSAD 05
 School: Rockland District Middle Sch

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	111	7	6	54	49	35	32	15	14	743	111	6	49	32	14	743	14855	18	51	20	11	748
Ethnicity																						
African American	0										0						335	7	40	22	30	738
American Indian/Native Alaskan	0										0						112	10	38	24	28	740
Asian/Pacific Islander	0										0						175	25	46	17	12	750
Hispanic	1										1						126	17	43	22	18	745
White	110	7	6	53	48	35	32	15	14	743	110	6	48	32	14	743	14106	18	52	20	10	749
Not Reported	0										0						1					
Identified disability																						
Yes	16	0	0	3	19	7	44	6	38	731	16	0	19	44	38	731	2269	2	25	34	39	734
No	95	7	7	51	54	28	29	9	9	745	95	7	54	29	9	745	12586	20	56	18	6	751
Limited English proficient students																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	1										1						246	3	29	28	40	733
Economically disadvantaged																						
Yes	46	1	2	16	35	16	35	13	28	737	46	2	35	35	28	737	5279	9	46	27	18	743
No	65	6	9	38	58	19	29	2	3	747	65	9	58	29	3	747	9576	23	54	16	7	751
Migrant																						
Yes	0										0						10	10	50	10	30	743
No	111	7	6	54	49	35	32	15	14	743	111	6	49	32	14	743	14845	18	51	20	11	748
Gender																						
Female	57	5	9	31	54	16	28	5	9	746	57	9	54	28	9	746	7214	24	52	17	7	751
Male	54	2	4	23	43	19	35	10	19	739	54	4	43	35	19	739	7640	12	51	23	14	745
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						919	7	39	34	20	741
No	111	7	6	54	49	35	32	15	14	743	111	6	49	32	14	743	13936	18	52	19	10	749
Gifted/talented program																						
Yes	7	1	14	6	86	0	0	0	0	759	7	14	86	0	0	759	522	62	36	2	0	764
No	104	6	6	48	46	35	34	15	14	742	104	6	46	34	14	742	14333	16	52	21	11	748

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 7
District: MSAD 05
School: Rockland District Middle Sch

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	4	40	1	10	5	50	732	9	0	40	10	50	732	6	8	39	25	27	740
B. less than one hour	49	4	8	26	49	18	34	5	9	744	49	8	49	34	9	744	49	17	51	21	11	748
C. one to two hours	36	3	8	20	51	11	28	5	13	744	36	8	51	28	13	744	40	20	54	18	7	751
D. more than two hours	6	0	0	3	50	3	50	0	0	743	6	0	50	50	0	743	5	17	46	22	14	747
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	17	2	11	8	44	6	33	2	11	744	17	11	44	33	11	744	35	24	56	14	6	752
B. They match some of what I have learned.	52	2	4	29	52	17	30	8	14	743	52	4	52	30	14	743	51	16	52	22	10	748
C. They match just a little of what I have learned.	23	2	8	13	52	8	32	2	8	745	23	8	52	32	8	745	11	10	42	27	22	742
D. There is no match.	8	1	11	3	33	2	22	3	33	736	8	11	33	22	33	736	3	6	29	30	35	736
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	36	5	13	22	58	7	18	4	11	747	36	13	58	18	11	747	27	33	52	10	5	755
B. good	41	2	5	21	48	15	34	6	14	743	41	5	48	34	14	743	52	15	55	21	9	748
C. fair	21	0	0	10	43	10	43	3	13	739	21	0	43	43	13	739	19	4	43	32	21	741
D. poor	2	0	0	0	0	0	0	2	100	724	2	0	0	0	100	724	2	3	31	34	32	735
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	19	2	10	5	25	6	30	7	35	738	19	10	25	30	35	738	15	12	43	23	22	743
B. about the same as my regular schoolwork	46	2	4	25	51	18	37	4	8	743	46	4	51	37	8	743	64	18	53	20	9	749
C. easier than my regular schoolwork	36	3	8	23	61	9	24	3	8	747	36	8	61	24	8	747	21	20	53	19	8	750
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	10	1	10	3	30	2	20	4	40	735	10	10	30	20	40	735	8	5	30	29	36	736
B. Most of the passages were about the same as what I normally read.	39	1	2	16	39	18	44	6	15	740	39	2	39	44	15	740	53	13	52	24	11	747
C. Most of the passages were easier than what I normally read.	51	5	9	32	59	12	22	5	9	747	51	9	59	22	9	747	40	26	56	13	5	753
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	39	3	8	14	35	13	33	10	25	740	39	8	35	33	25	740	44	18	51	20	10	748
B. I tried about the same as I do on my regular schoolwork.	51	3	6	32	60	16	30	2	4	746	51	6	60	30	4	746	52	19	53	19	9	749
C. I did not try as hard on this test as I do on my regular schoolwork.	10	0	0	5	50	3	30	2	20	739	10	0	50	30	20	739	4	6	40	25	28	740
How much time do you spend reading at home each day?																						
A. more than one hour	31	3	9	19	58	9	27	2	6	747	31	9	58	27	6	747	17	25	53	13	8	752
B. 20 minutes to an hour	52	4	7	29	52	17	30	6	11	744	52	7	52	30	11	744	45	21	53	18	8	751
C. less than 20 minutes	8	0	0	3	33	4	44	2	22	736	8	0	33	44	22	736	14	16	50	21	13	747
D. I rarely read at home.	9	0	0	2	20	3	30	5	50	728	9	0	20	30	50	728	24	7	48	28	17	743
Optional school/district question																						
A.	33	0	0	0	0	0	0	1	100	728	33	0	0	0	100	728						
B.	0										0											
C.	33	0	0	0	0	1	100	0	0	732	33	0	0	100	0	732						
D.	33	0	0	1	100	0	0	0	0	742	33	0	100	0	0	742						

MATHEMATICS RESULTS

Date: March 2007
Grade: 7
District: MSAD 05
School: Rockland District Middle Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	9	8	9	8	1646	11
	2006-2007	9	8	9	8	2142	14
	Cum. Avg.	9	8	9	8	1894	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	37	35	36	34	5497	36
	2006-2007	29	26	29	26	5642	38
	Cum. Avg.	33	30	33	30	5570	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	33	31	33	31	4514	29
	2006-2007	41	36	41	36	4077	27
	Cum. Avg.	37	34	37	34	4296	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	28	26	28	26	3797	25
	2006-2007	34	30	34	30	3001	20
	Cum. Avg.	31	28	31	28	3399	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	6.2	38.8	6.2	38.8	7.5	46.9
Cluster 2: Shape and Size	14	25	6.7	47.9	6.7	47.9	7.9	56.4
Cluster 3: Mathematical Decision Making	8	14	3.4	42.5	3.4	42.5	3.9	48.8
Cluster 4: Patterns	18	32	8.2	45.6	8.2	45.6	9.4	52.2

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 7
 District: MSAD 05
 School: Rockland District Middle Sch

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	113	9	8	29	26	41	36	34	30	735	113	8	26	36	30	735	14862	14	38	27	20	742
Ethnicity																						
African American	0										0						342	2	28	25	45	729
American Indian/Native Alaskan	0										0						111	6	25	30	39	734
Asian/Pacific Islander	0										0						177	26	42	16	15	748
Hispanic	2										2						129	12	26	33	28	737
White	111	9	8	28	25	40	36	34	31	735	111	8	25	36	31	735	14102	15	38	28	19	742
Not Reported	0										0						1					
Identified disability																						
Yes	16	0	0	0	0	6	38	10	63	720	16	0	0	38	63	720	2265	3	14	27	56	725
No	97	9	9	29	30	35	36	24	25	738	97	9	30	36	25	738	12597	17	42	27	14	745
Limited English proficient students																						
Current LEP in first year	1										1						14	14	14	14	57	726
Current LEP beyond first year	2										2						249	6	24	19	51	728
Economically disadvantaged																						
Yes	47	0	0	9	19	18	38	20	43	729	47	0	19	38	43	729	5282	6	30	31	32	735
No	66	9	14	20	30	23	35	14	21	740	66	14	30	35	21	740	9580	19	42	25	14	746
Migrant																						
Yes	0										0						10	0	50	20	30	734
No	113	9	8	29	26	41	36	34	30	735	113	8	26	36	30	735	14852	14	38	27	20	742
Gender																						
Female	59	6	10	21	36	15	25	17	29	737	59	10	36	25	29	737	7225	14	38	28	20	742
Male	54	3	6	8	15	26	48	17	31	733	54	6	15	48	31	733	7636	15	37	27	21	742
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						921	5	22	35	37	732
No	113	9	8	29	26	41	36	34	30	735	113	8	26	36	30	735	13941	15	39	27	19	743
Gifted/talented program																						
Yes	7	5	71	2	29	0	0	0	0	765	7	71	29	0	0	765	522	68	29	3	0	765
No	106	4	4	27	25	41	39	34	32	733	106	4	25	39	32	733	14340	12	38	28	21	741

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 7
District: MSAD 05
School: Rockland District Middle Sch

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	1	10	5	50	4	40	726	9	0	10	50	40	726	6	8	26	29	37	733
B. less than one hour	49	7	13	15	28	16	30	16	30	738	49	13	28	30	30	738	49	14	38	27	20	742
C. one to two hours	36	2	5	11	28	15	38	12	30	735	36	5	28	38	30	735	40	16	40	28	16	744
D. more than two hours	5	0	0	1	17	3	50	2	33	730	5	0	17	50	33	730	5	14	34	26	26	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	22	6	25	9	38	5	21	4	17	745	22	25	38	21	17	745	29	24	40	22	14	747
B. They match some of what I have learned.	52	3	5	14	25	22	39	17	30	735	52	5	25	39	30	735	51	12	41	29	18	742
C. They match just a little of what I have learned.	18	0	0	5	26	9	47	5	26	732	18	0	26	47	26	732	17	6	32	32	29	736
D. There is no match.	8	0	0	0	0	3	33	6	67	721	8	0	0	33	67	721	4	8	15	26	52	728
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	17	5	26	7	37	5	26	2	11	750	17	26	37	26	11	750	23	36	40	14	10	753
B. good	37	4	10	12	29	13	32	12	29	736	37	10	29	32	29	736	47	11	45	28	16	743
C. fair	35	0	0	7	18	17	45	14	37	730	35	0	18	45	37	730	25	3	28	38	31	734
D. poor	11	0	0	2	17	4	33	6	50	726	11	0	17	33	50	726	5	1	17	37	45	728
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	43	1	2	10	22	18	39	17	37	731	43	2	22	39	37	731	41	8	37	32	23	739
B. about the same as my regular schoolwork	53	8	14	16	28	20	35	13	23	740	53	14	28	35	23	740	49	15	41	26	18	743
C. easier than my regular schoolwork	4	0	0	1	25	1	25	2	50	729	4	0	25	25	50	729	9	41	31	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	41	6	14	11	26	15	35	11	26	737	41	14	26	35	26	737	47	13	39	28	20	742
B. I tried about the same as I do on my regular schoolwork.	44	3	7	14	30	15	33	14	30	738	44	7	30	33	30	738	48	17	39	27	18	743
C. I did not try as hard on this test as I do on my regular schoolwork.	14	0	0	2	13	7	47	6	40	727	14	0	13	47	40	727	5	11	25	28	36	735
How often do you use laptops in mathematics class?																						
A. almost every day	2	0	0	0	0	0	0	2	100	714	2	0	0	0	100	714	9	12	37	28	23	740
B. two or three days a week	6	0	0	1	14	2	29	4	57	727	6	0	14	29	57	727	21	13	39	28	19	742
C. two or three times each month	24	1	4	8	31	6	23	11	42	732	24	4	31	23	42	732	39	17	40	27	16	745
D. never	68	7	9	19	26	31	42	17	23	738	68	9	26	42	23	738	31	13	35	28	24	740
Which statement best describes the use of calculators in mathematics class?																						
A. Calculators are used daily.	2	0	0	0	0	0	0	2	100	710	2	0	0	0	100	710	19	18	37	25	20	743
B. Calculators are used once or twice a week.	7	1	13	2	25	1	13	4	50	732	7	13	25	13	50	732	37	15	38	29	19	742
C. Calculators are used once or twice a month.	14	1	7	6	40	5	33	3	20	741	14	7	40	33	20	741	20	13	42	27	18	743
D. Calculators are rarely or never used.	77	7	8	20	24	33	39	24	29	735	77	8	24	39	29	735	24	13	37	29	22	741
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	14	0	0	1	7	6	40	8	53	726	14	0	7	40	53	726	9	10	32	30	28	737
B. 30–45 minutes	52	5	9	15	27	18	32	18	32	736	52	9	27	32	32	736	43	14	37	29	21	742
C. 45–60 minutes	29	3	10	11	35	13	42	4	13	740	29	10	35	42	13	740	37	17	41	26	17	744
D. more than 60 minutes	5	0	0	1	20	1	20	3	60	728	5	0	20	20	60	728	11	13	41	27	20	742
Optional school/district question																						
A.	33	0	0	0	0	0	0	1	100	716	33	0	0	0	100	716						
B.	0										0											
C.	33	0	0	0	0	0	0	1	100	722	33	0	0	0	100	722						
D.	33	0	0	0	0	1	100	0	0	728	33	0	0	100	0	728						